

frequent the occasion, the more severe the treatment—the greater these effects will of course be. A whipping at a later age will not normally have the same far-reaching effect upon the child's mental life as even a milder but more sustained physical chastisement in the very early days. Nor will a whipping received from a person less close to the child than the real parent (e.g. the schoolmaster of a boy of ten or twelve) usually have such serious psychological reverberations as corporal punishment by the parents in the early years.¹

These may serve as illustrations, for the purpose of the moment, of the general bearing of the fact that the child in any case spontaneously develops these phantasies of attacking parents, creating them out of the stuff of his own impulses, and that the task of the educator is not to reinforce but to dissipate such phantasies, in so far as real experience can affect them at all.

On the other hand, it will be clear that these facts as to the early development of the super-ego lend no colour to the theory that the little child needs and can make use of complete and absolute "freedom". This view has had a certain vogue in recent years, largely as a reaction to previous notions. There have been educational reformers, and to-day there are some schools for children, making a serious attempt to do away literally with every type of restraint or limitation upon the children's impulses.

The common sense of practical educators, whether mothers, nurses or teachers, has usually safeguarded them from excesses of this type, although it is true that a great many mothers to-day (not so often the nurses) do err on the side of lack of control, because of their own anxiety about the supposed evil effects of restraint and formal teaching.

The view that

his toys into the fireplace a smack is the only thing that
will stop him
doing so. However, I am very anxious to hear in what
way I am doing
wrong by these methods and should be much obliged
for your help
and advice. He is a very strong-willed, determined
child, but seems
to bear me no grudge for the slap as he seems to realise
he deserved it.
I am so anxious that he shouldn't be spoiled, as he is a
dear little chap,
very happy and affectionate and I don't often have
much trouble
with him. I am sure there must be some very good
reason why you
always advise against a smack, and should so much like
to know what
it is, and what other methods I should employ."
I do not say this to condone or justify whipping of
older children,
but only to show how false it is that the *young* child
learns best by
corporal punishments.